

Micro-Credentials with IPA and CTQ

Illinois P-20 TLE Subcommittee

October 28th, 2016





Arlin Peebles

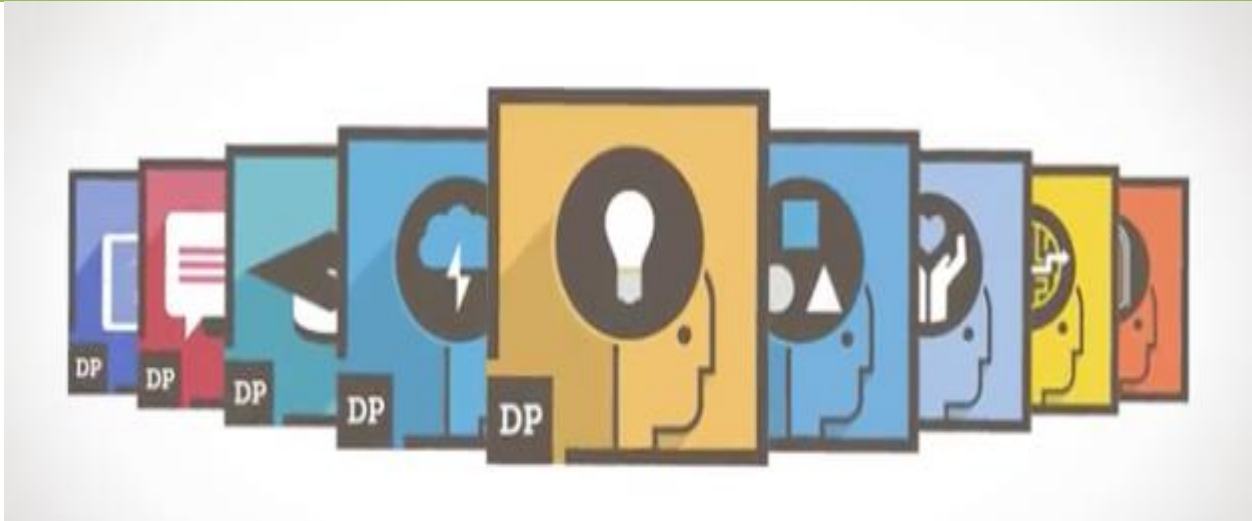


Micro-credentialing Exploration



Illinois Principals Association

Why Micro-credentials?



Competency-based Learning
Exhibition of Skills
Recognition of Effort

Market Research



Online Platform

- Curated Collections
- Competency-based Credentials
- Collaborative Communities



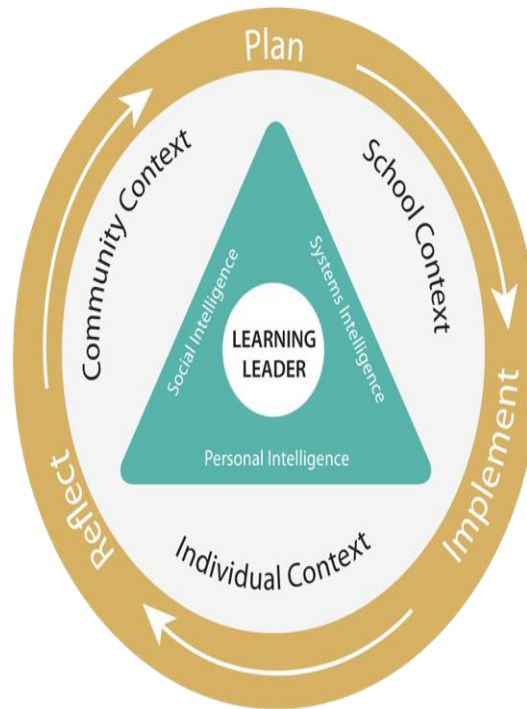
Digital Promise

Accelerating Innovation in Education

Development and Stamp of Approval

- Development Training
- Deployment Support
- Assessment Training

School Leader Paradigm



Personal Intelligence	Social Intelligence	Systems Intelligence
Wellness Growth Mindset Self-Management Innovation	Service Community Building Capacity Building Influence	Mission, Vision, Strategic Planning Operations and Management Teaching and Learning



Kristopher Kohl



CTQ

**CENTER FOR
TEACHING QUALITY**



A photograph of three women sitting at a table, smiling and looking at a document. The woman on the left is seen from the side, wearing a purple shirt. The woman in the middle is wearing a green shirt and has her hair in a bun. The woman on the right is wearing a blue shirt and is holding a document. A laptop is visible on the table to the right. The entire image has a semi-transparent orange overlay.

OUR VISION:

a high-quality education system for all students, driven by the bold ideas and expert practices of teachers.



**Cultivating
teacher
leadership**



**Incubating
new school
designs**



**Scaling
teacher
leadership**



Micro-credential (*n.*) :
A digital badge
earned by
demonstrating a
particular
competency

Who is creating micro-credentials?

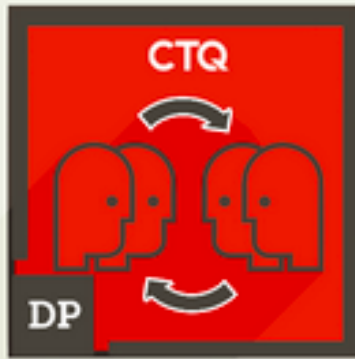


“Stacking” micro-credentials

#1 - Understanding your leadership strengths



#2 - Building your teacher-powered team




#3 - Cultivating a shared purpose



#4 - Ensuring alignment to a shared purpose





\$18 billion
spent on teacher PD annually

Teachers' engagement in professional learning

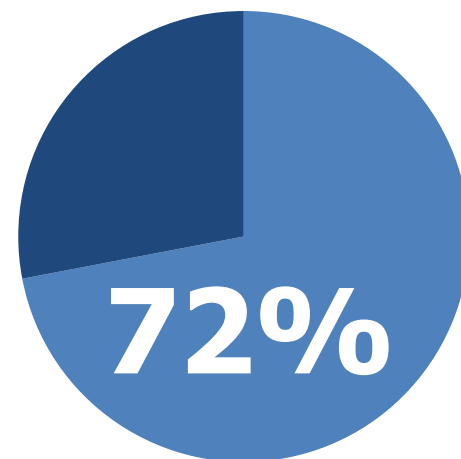
84%

of teachers
report
participating
in in-service
days

20%

are satisfied
with them

Most teachers
participate
in **informal**
professional
development
activities

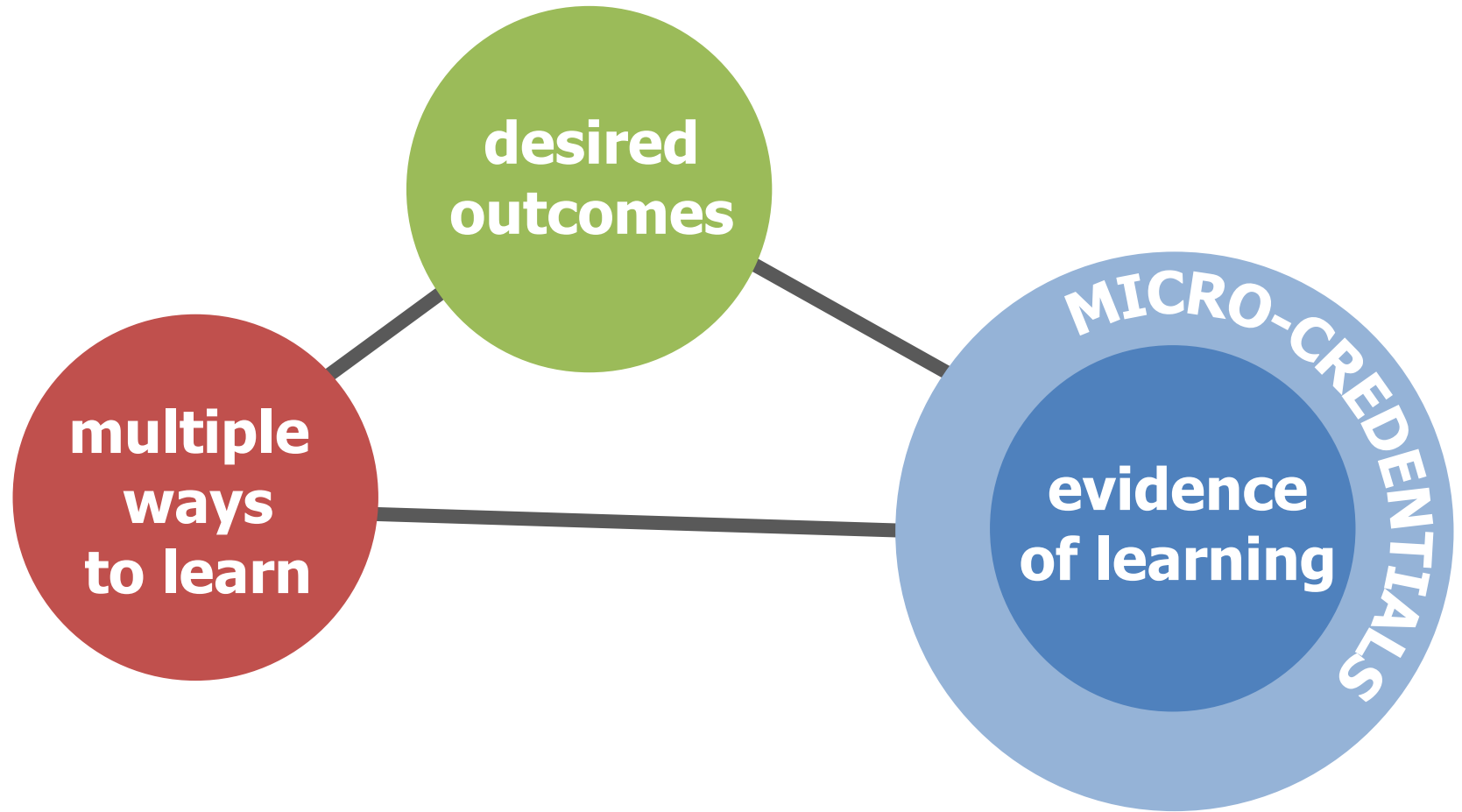


In general, **informal activities** generate more satisfaction

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Competency-based System

To personalize professional learning and leadership



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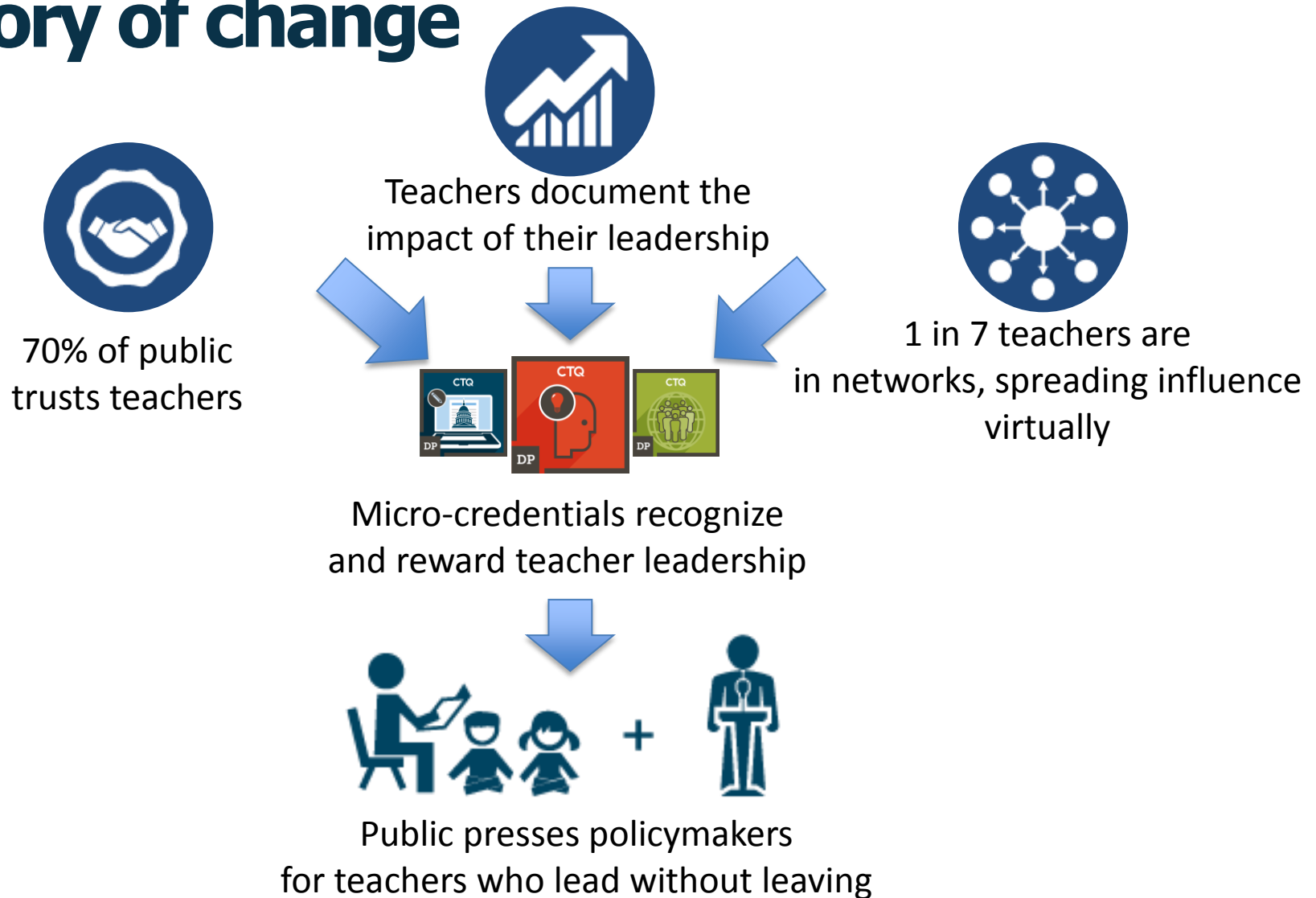
High-flying educators are eager for additional learning experiences and feedback.

The **micro-credentialing** process allows educators to receive both **on their own terms.**”

— **Val Brown**
Seminole County Public Schools
Sanford, FL
CTQ Virtual Community Organizer

Micro-credentials and CTQ's

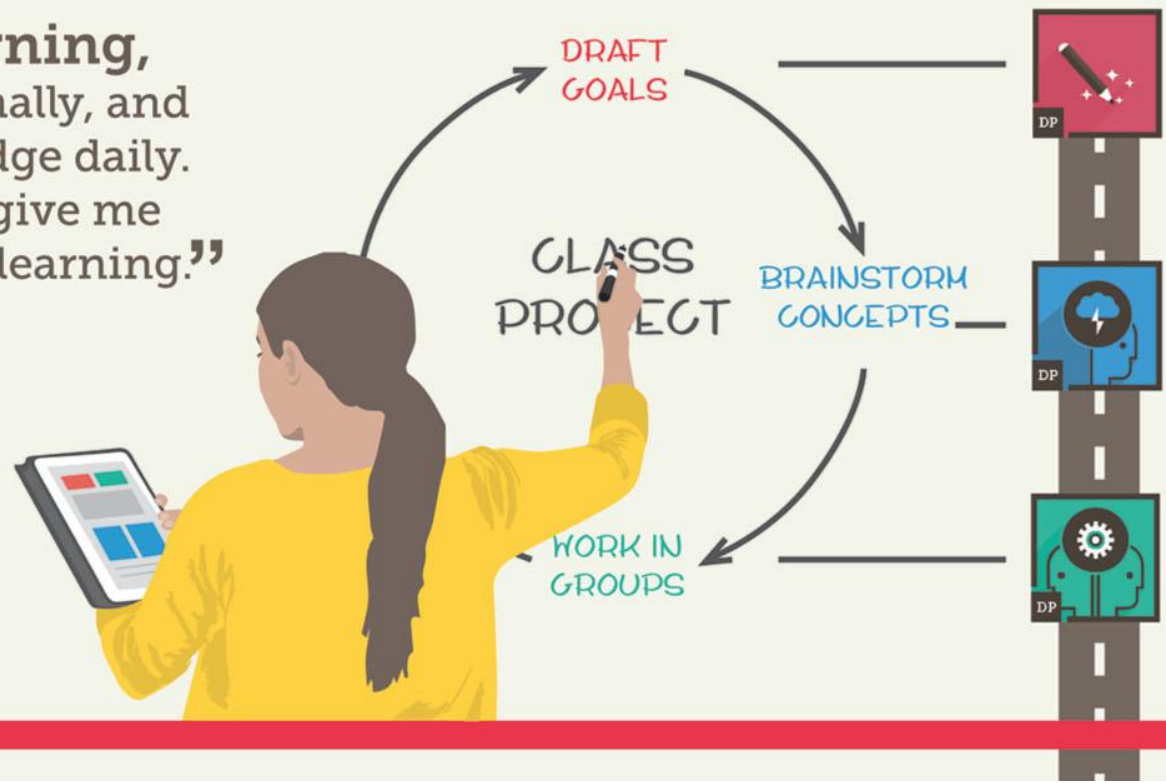
Theory of change



MICRO-CREDENTIALS

Competency-Based Recognition for Educators

“I’m always learning, formally and informally, and I apply that knowledge daily. Micro-credentials give me recognition for that learning.”



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Design Principles for Professional Learning

High-quality educator preparation and ongoing professional learning opportunities should be:



**Personalized
and
self-directed**



**Focused on the
needs of educators,
students, and schools**



**Competency-
based**

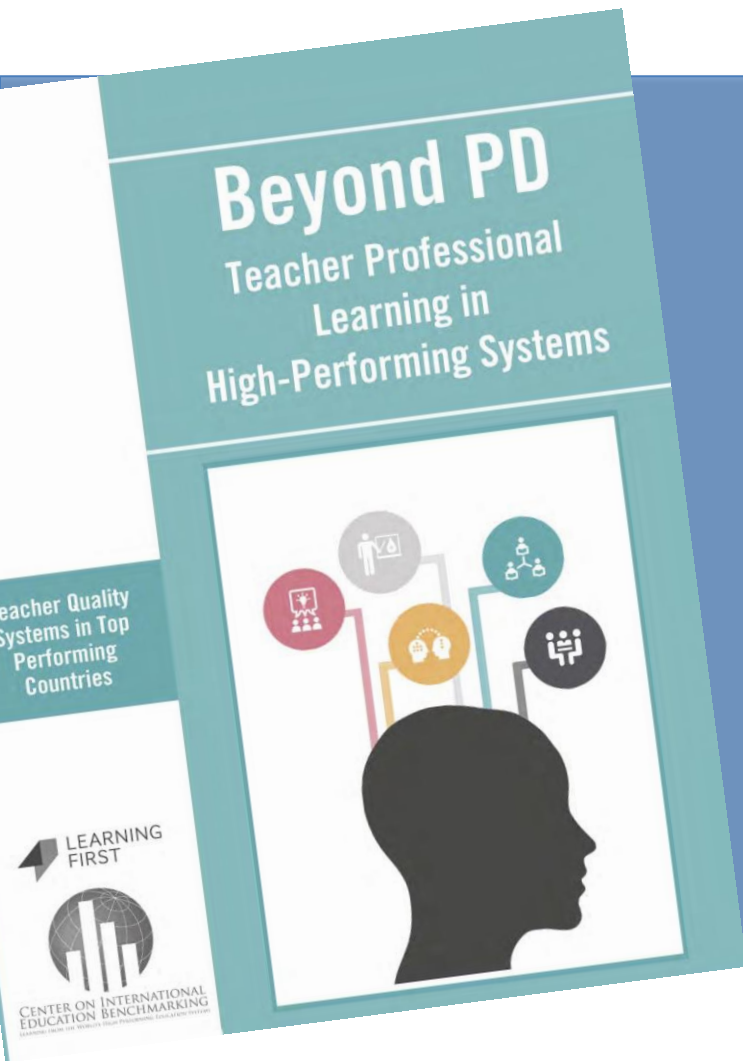


**Job-embedded
and practical**

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Professional learning is central to [Teacher's] jobs.



Teacher professional learning is how they improve schools...They work in systems that are organized around improvement strategies explicitly anchored in teacher professional learning.”

Beyond PD: Teacher Professional Learning in High-Performing Systems



1. Teachers identify the micro-credential they want to earn based on their needs and interests.

2. Teachers pursue their learning.



3. Teachers gather and submit evidence of their competence.

4. Trained assessors evaluate the evidence educators submit.



5. Teachers earn the micro-credential and are awarded a digital badge.

